

DATA QUALITY INSTITUTE

V-DQI Panelist Biographies

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Donna Brant | Oregon Department of Education | donna.brant@state.or.us

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Donna Brant is the Perkins Grant Coordinator at the Oregon Department of Education. She provides coordination and leadership for Career and Technical Education and is the Department liaison to the Oregon CTE Network. Coming to the department with over 16 years of experience in teaching and administration in the K-12 education arena, Ms. Brant has provided leadership in many areas of school improvement and innovation. Prior to coming to the Perkins team at ODE, Donna worked with Oregon's charter school development and the implementation of ESEA requirements.

Sharon Enright | Ohio Department of Education | sharon.enright@ode.state.oh.us

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At the Ohio Department of Education (ODE), Sharon spearheads state-level work on career-technical education (CTE) performance, data and accountability. In this position, she coordinates with CTE state staff, state longitudinal data system staff, computer programming staff and the Ohio Board of Regents. Local partners—CTE leaders, data reporters and colleges—are also engaged.

After earning B.S. and M.S degrees in Career-Technical Education from Indiana State University, Sharon was a teacher for 14 years in Springfield, Ohio. Then she returned to school full-time at The Ohio State University, earning a Ph.D. When it was time to rejoin the world of work, she was fortunate that the Office of Career-Technical Education at ODE was looking for someone with her skill set. Since being hired by ODE in 1990, she has held five different positions in CTE. Her current position with CTE Performance and Accountability is her favorite.

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Tate Gould | U.S. Department of Education | tate.gould@ed.gov

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Tate Gould is a Research Scientist at the National Center for Education Statistics (NCES), the statistical branch of the U.S. Department of Education. He presently is the Senior Program Officer for the Statewide Longitudinal Data Systems (SLDS) grant program which provides grants to states to help develop, design, and implement statewide education data systems intended to enhance the management, analysis, and use of education data in order to improve student learning. He is also the NCES project manager for a 4-book series titled, "Traveling Through Time: The Forum Guide to Longitudinal Data Systems" as well as the project manager for the NCES Educational Data Technical Assistance Program, which assists states with their design, implementation, and use of their P-20W SLDS. He serves on the National Forum for Education Statistics and has professional experience in local, state, and national education policy. He is a National Board Certified Teacher in secondary mathematics, and has earned a Masters degree from the Harvard Graduate School of Education and a Ph.D. from the University of North Carolina, both in education policy.

Jay Pfeiffer | MPR Associates, Inc. | jpfeiffer@mprinc.com

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Jay Jordon Pfeiffer brings more than 35 years of experience in administering, collecting, using, reporting, and analyzing education data at the state level, most recently as the Deputy Commissioner for Accountability, Research, and Measurement at the Florida Department of Education. He developed and administered the highly regarded Florida Education and Training Placement Information Program which uses state administrative data to provide follow-up data on educational and employment outcomes on a variety of education, job training, and social service programs in Florida. He assisted in designing, managing the development of, and administering the state's well-known P20 education data warehouse. He has garnered several awards for this program including from the National Alliance of Business, the National Association of State Workforce Agencies, and Florida Tax Watch. In addition to his statewide education-related experience, Mr. Pfeiffer has been a consultant for various states, national organizations, and federal agencies in performance measurement, data use, data collection, and information systems.

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Scott Parke | Illinois Community College Board (ICCB) | scott.parke@illinois.gov

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Dr. Parke has extensive experience in community college research, planning, performance management, and policy studies. Scott earned his Ph.D. in Higher Education Administration from Illinois State University. One of his newer duties at the ICCB involves project management for the community college system component of the Illinois Longitudinal Data System (ILDS) Expansion Grant. Dr. Parke also represents community colleges on the cross agency ILDS Data Advisory Committee. Due to cross sector collaborations, Illinois was recognized by the Data Quality Campaign (January, 2010) for the collective efforts by education partners to codify and implement a federated statewide longitudinal data system.

Scott is the lead staff person for ICCB's MIS, Research and Longitudinal Data System Advisory Committee. ICCB's Research and Policy Studies Division provides leadership to performance metrics development; related data systems/web based tool creation; and goal setting for Postsecondary Perkins, Tech Prep, and Adult Education's National Reporting System. The division is also currently engaged in using ICCB's longitudinal data systems to generate the Complete College America (CCA) metrics for all Illinois community colleges; is working on potential Performance Based Funding measures; and is tracking student progress, transitions, and outcomes among bridge program participants.

Dr. Parke served in leadership positions in national and state research related professional associations including: President of the National Community College Council for Research and Planning (NCCCRP/AACC); Workshop Chair and Forum Committee Member for the Association for Institutional Research (AIR); and President and Conference Chair of the Illinois Association for Institutional Research (IAIR). He has served on more than a half-dozen national projects related to performance indicator development, tracking student outcomes, and improving student performance.

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Lyndsay Pinkus | Data Quality Campaign | Lyndsay@dataqualitycampaign.org

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Lyndsay M. Pinkus, director of national and federal policy initiatives, leads the Data Quality Campaign's (DQC) work at the national and federal levels to support the effective use of longitudinal data to improve student achievement. In this role, Lyndsay serves as the DQC's liaison to the legislative and executive branches; manages strategic relationships with national organizations; and leads DQC's efforts on specific initiatives, including the privacy and security of data and common education data standards. Lyndsay joined the DQC from the Alliance for Excellent Education, where she most recently served as director of strategic initiatives and as a legislative associate at Washington Partners, LLC, providing government relations and policy research and analysis for a variety of clients focused on education and other domestic policy issues. Currently, she is a member of several advisory groups, guest lecturer at local universities, and frequent presenter on a variety of issues related to education and federal policy. Lyndsay is a graduate of the School of Public Affairs at American University as a presidential scholar; the Public Affairs and Advocacy Institute at the Center for Congressional and Presidential Studies; and the Institute for Educational Leadership's Education Policy Fellowship program.

Rebecca Shah | Data Quality Campaign | rebecca@dataqualitycampaign.org

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Rebecca Shah, senior associate, state policy initiatives, joined the Data Quality Campaign (DQC) in 2009 to help ensure academic success for all students through access to and use of quality longitudinal data systems. In her current role, Rebecca focuses on the issues around aligning state and district data systems and providing role-based access for all stakeholders.

During her graduate studies, Rebecca was a researcher and grant writer for academically focused after-school programs provided by Foundation Communities, a local affordable housing provider in Austin, TX. She also served on the Texas State Senate Higher Education Committee, focusing on special education issues.

Rebecca received her bachelor's degrees in elementary education and in human and organizational development with a specialization in community leadership and development from Vanderbilt University and earned a master's degree in public affairs from the University of Texas at Austin's Lyndon B. Johnson School of Public Affairs.

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Laura Sonn, Associate, supports the Data Quality Campaign's State Policy Initiatives team, focusing particularly on the issues of teacher effectiveness and linkages to postsecondary and workforce data. From 2007 to 2009 Laura taught 6th grade math in Brooklyn, NY, through the Teach for America program. She received a bachelor's degree in theology and economics from the University of Notre Dame and a master's degree in teaching from Pace University.

Kathy Wilkins | Montana University System | kwilkins@montana.edu

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Kathy manages the postsecondary Perkins local grants and accountability data for Montana. She earned a Business Management Degree from the University of Montana with an emphasis in Marketing. The majority of her professional work history has been devoted to the field workforce development in a variety of job functions such as human resources, professional development coordination, data management and analysis, database development, marketing, program development and grant management. In her six years with the Montana University System as the Perkins Accountability Specialist and Grant manager, she has been involved nationally in a number of accountability related boards, work groups and task forces. These projects include:

- National Association for State Directors of Career and Technical Education Consortium – board member, chaired accountability workgroup, finance committee
- National Association for Career and Technical Education Information – board member, online registration chairperson
- Office of Vocational & Adult Education, Next Steps Work Group – postsecondary chairperson
- Office of Vocational & Adult Education, National Crosswalk Taskforce – convened & chaired the taskforce
- National Research Center for Career and Technical Education – national data harvesting workgroup participant
- National Governors Conference – focus on sharing state and national data

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June 8, 2011

Sharon Boivin | National Center for Educational Statistics (NCES) | sharon.boivin@ed.gov

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Dr. Sharon A. Boivin leads the NCES program on adult and career education. In this capacity, she has responsibility for an effort to redesign the CTE Statistics Program to ensure that the information collected in federal surveys and assessments provides robust information about education that prepares young people for work. She is also overseeing a project to develop new data sources on subbaccalaureate credentials (including industry-recognized certifications and educational certificates) and is working to improve federal statistics on adult education. Before joining the Postsecondary, Career, and Adult Education (PACE) Division in NCES in 2008, Dr. Boivin was a Senior Research Associate at MPR Associates, where she worked on career pathways, adult education, and CTE statistics. She began her career at NCES in 1987 developing surveys and conducting analyses on K-12 teachers and teaching. Dr. Boivin earned her Ph.D. in Educational Research from the University of Virginia in 1986.

Ross Santy | U.S. Department of Education | ross.santy@ed.gov

Deputy Assistant Secretary for Data and Information
Director of Performance Information Management Service (PIMS)
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Ross Santy comes to the Department after serving four years as the co-founder and head of information and operations at Just for the Kids—California, a non-profit organization that maintains and hosts a set of online reports and tools to help school leaders make sense of educational performance data. While at Just for the Kids-California, Santy designed and built the largest data repository of longitudinally linked student level academic performance information in the state.

Santy has also served as Director, Resources and Development Office at the Los Angeles County Office of Education; Director, Instructional Technology at the Browning School in New York and as a high school history teacher in New Jersey.

Santy earned a Master's in Educational Technology from the Harvard Graduate School of Education, and an undergraduate degree in Educational Psychology from Princeton University. He is also proficient in computer systems networking and data storage.

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Kathleen Styles | U.S. Department of Education | kathleen.styles@ed.gov

Chief Privacy Officer

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Kathleen Styles joins the Department from the U.S. Census Bureau where she most recently served as Chief of the Office of Analysis and Executive Support. In that role she managed a portfolio that included confidentiality, data management, the Freedom of Information Act (FOIA), privacy policy and coordination for the acquisition and management of data from other agencies. She has extensive experience with Federal data collections, including the decennial census, and with ensuring appropriate protections for large databases. Ms. Styles holds a J.D. from William and Mary and a bachelor's degree from the University of Virginia. She is a member of the Texas and District of Columbia bars, and has practiced law in both the Federal sector and private practice. In addition to legal training, Ms. Styles is certified in government information privacy.

As Chief Privacy Officer, Ms. Styles oversees a new division at the Department dedicated to advancing the responsible stewardship, collection, use, maintenance and disclosure of information at both the national level and for States, local educational agencies (LEAs), postsecondary institutions and other education stakeholders. Her office will help to ensure that the Department complies with applicable legal obligations and epitomizes the best practices we espouse. It will work with other Department offices to include privacy, confidentiality and data security requirements in Department policies and programs; coordinate the development and delivery of privacy training for all Department employees and contractors; oversee the Department's retention and disposition of records; coordinate the development of official Department guidance for the education field on topics such as data stewardship, electronic data security and statistical methods for data protection; serve on the advisory board that manages the work of the Privacy Technical Assistance Center; and enforce the following statutes: FERPA, the Protection of Pupil Rights Amendment (PPRA), the Military Recruiter provision of the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Privacy Act of 1974, as amended, and FOIA.